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It is to the everlasting credit of Dr. Clow that in his text he has used its proper title, *Principles of Sociology with Educational Applications*, even though his publishers did print on its back *Principles of Educational Sociology*. It is a simply worded, well-organized, and thoroughly suggestive textbook in general sociology written especially for teachers. Most of the illustrative material is such as would appeal to them and would be particularly applicable to their problems. It is divided into three parts, "Factors of Society," "Social Organization," and "Social Progress." Part II is the longest and most effective of the three divisions. At the close of each chapter is a series of topics and problems and an ample list of specific readings for classroom use.

One feature of Dr. Clow's book is unique. Long quotations are embodied in the text, either at the end or in the midst of each topic. It thus becomes a sort of combined text and book of readings. This arrangement has both merits and defects. Its value lies in the fact that students must perforce become acquainted with a variety of authors and realize something of the nature and wealth of sociological literature. Also, it buttresses the author's statements with accepted authorities and brings into immediate juxtaposition the social principle and its practical application. Its weakness lies in breaking the continuity of thought and scattering the student's psychic energy. Likewise the effort to combine textual discussion with topical readings requires unnecessary brevity for each. Dr. Clow's treatment of each topic would be more convincing if he had used the whole space for his own discussion and embodied the readings, equally enlarged, in another book, or, perhaps better, had doubled the size of the book. Is it not time for sociologists to demand more time for an elementary course and to use more elaborate textbooks, or if a manual or brief text is used to guarantee that enough laboratory work is done to avoid the imputation, too frequently justified, that it is a "snap" course?

Dr. Clow has given us a thoughtful and much-needed textbook in general sociology for teachers, and it is certain to be widely used, particularly in normal schools.

WALTER R. SMITH

UNIVERSITY OF KANSAS

A Digest of Educational Sociology. By DAVID SNEDDEN. New York: Teachers College, Columbia University, 1920. Pp. ix+264. (Paper.)

The materials in this volume were evidently assembled as a syllabus and guide for the author's students in his courses in educational sociology.

In the first hundred pages there is a digest of the fundamentals of sociological theory—or, more accurately, a statement of problems dealt with in this theory; and along with this are presented our major educational problems from the sociological point of view. While the latter half of the volume continues these problems by breaking them up into greater detail in connection with school subjects and grade levels, in much larger measure it becomes an outline of topics, problems, actual and hypothetical cases, etc., for the guidance of students taking the course.

It is probable that there is no other volume yet published which states, suggests, and contains reference to so wide and well-chosen an array of fundamental educational problems. Herein lies its great value. Rarely, however, are the problems discussed, explained, or made clear to the novice in the field. For the discussion he must go to the collateral readings. The latter, however, in the present condition of the literature, rather inadequately treat most of the educational problems. In large measure the student must draw on his professional experiences and observations. The syllabus is therefore best for mature students who have had practical educational experience.

It is not a book to be *read*; it is a reference book for guidance of research and study. It is primarily a book on education rather than sociology—except as education is itself one of the major fields of sociology.

FRANKLIN BOBBITT

UNIVERSITY OF CHICAGO

A General Introduction to Psychoanalysis. By PROFESSOR SIGMUND FREUD, LL.D. New York: Boni and Liveright, 1920. Pp. vii+406. \$4.50.

Sociologists will welcome this book, for it gives briefly, clearly, and with authority the Freudian system of psychology. The layman has waited for a complete, up-to-date, lucid treatment of this difficult subject; and here it is by the master himself. Its presentation is strategically divided in three parts: the psychology of errors, the dream, and the general theory of the neurosis. The book contains much material of value to the sociologists without regard to the reader's attitude toward the Freudian hypothesis. Examples of this are the author's discussion of the sublimating value of art and the sociological significance of fear in childhood.

Although, as Stanley Hall suggests, one may find himself in opposition to Freud's exaggerated emphasis upon the instinct of sex, nevertheless the general reader will regard the book as a whole as less extreme